

Severe Impairment Severe disruption or inception (30)	Moderate Impairment Major or persistent disruption (20)	Mild Impairment Significant problems or distress (10)	Minimal or No impairment No disruption of functioning (0)
CANNOT ATTEND A NORMAL SCHOOL CLASSROOMS, AND CANNOT INTERACT AFFECTIVELY WITH OTHER CHILDREN DUE TO ANXIETY/INTERCOURSE.	FREQUENT DIFFICULTY IN COMMUNICATION OR BEHAVIOR, OR SPECIALIZED SETTING OR SUPERVISION NEEDED DUE TO ANY OF THE FOLLOWING:	OCCASIONAL DIFFICULTY IN COMMUNICATIONS WITH OTHERS DUE TO ANY OF THE FOLLOWING:	198. Thought, as reflected by communication, is not disordered or eccentric.
182. Communications which are impossible or extremely difficult to understand due to incoherent thought or language (e.g., loquacity of associations, flight of ideas).	187. Communications do not "flow," are irrelevant, or disorganized (e.g., "more than other children of the same age").	193. Eccentric or odd speech (e.g., impoverished, digressive, vague).	
183. Speech or nonverbal behavior is extremely odd and noncommunicative (e.g., echolalia, idiosyncratic language).	188. Frequent distortion of thinking (delusions, suspicions).	194. Thought distortions (e.g., obsessions, suspicions).	
THINKING	184. Strange or bizarre behavior due to frequent and/or disruptive delusions or hallucinations; can't distinguish fantasy from reality.	195. Expressive of odd beliefs (e.g., if older than eight years old, magical thinking).	↑ 28
185. Pattern of short-term memory loss disorientation to time or place most of the time.	189. Intermittent hallucinations that interfere with normal functioning.	196. Unusual perceptual experiences not qualifying as pathological hallucinations.	↑ 24
	190. Frequent, marked confusion or evidence of short term memory loss.	191. Preoccupying cognitions or fantasies with bizarre, odd, or gross themes.	↑ 22
		192. EXCEPTION	197. EXCEPTION
		186. EXCEPTION	199. EXCEPTION
		Explanation:	COULD NOT SCORE: 200

20

THINKING

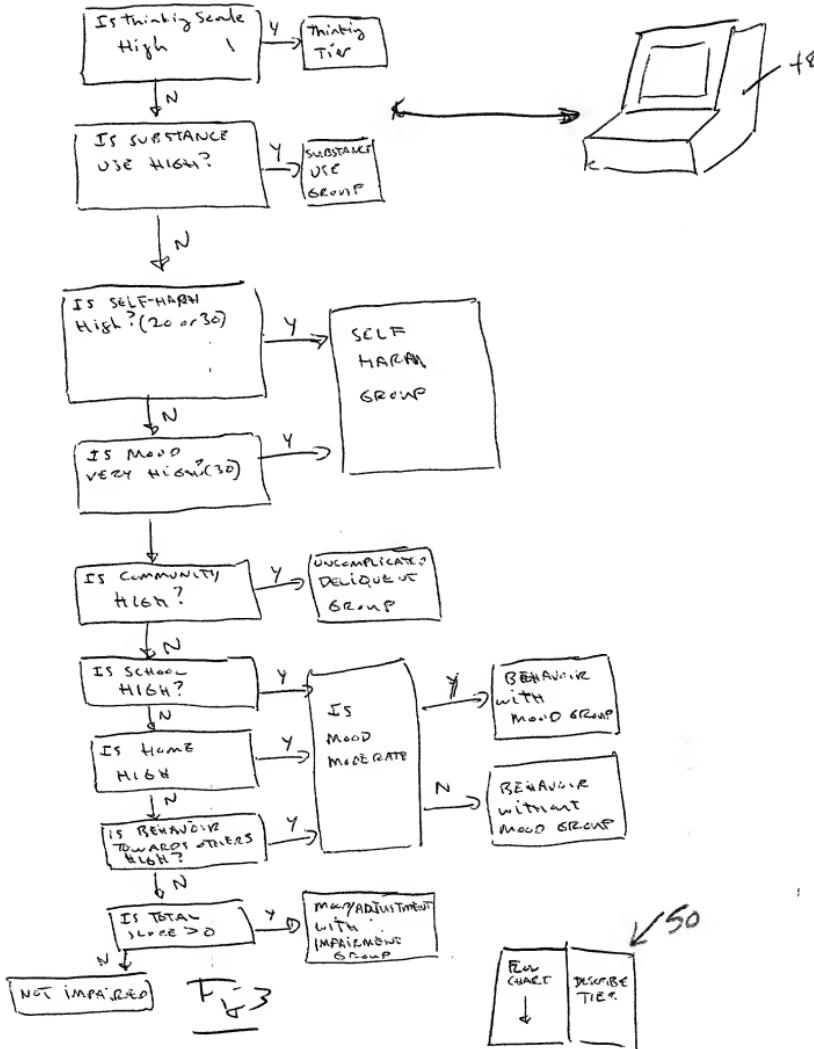


T: 8

Level of Impairment	School/Work Role Performance	Home Role Performance	Community Role Performance	Behavior Toward Others	Substance Use	Thinking
1	0	41	0	66	0	88
2	42	43	44	67	89	116
3	43	44	45	68	117	142
4	44	45	46	69	118	143
5	45	46	47	70	144	143
6	46	47	48	71	145	145
7	47	48	49	72	120	157
8	48	49	50	73	157	157
9	49	50	51	74	158	158
10	50	51	51	75	160	159
11	51	52	51	94	160	160
12	52	53	51	95	161	161
13	53	54	52	95	162	162
14	54	55	53	95	163	163
15	55	56	54	96	164	164
16	56	56	55	97	165	165
17	56	56	56	97	166	166
18	57	57	57	98	167	167
19	58	58	58	98	168	168
20	59	59	59	99	169	169
21	60	60	60	100	170	170
				101	171	171
				102		
22	0	57	0	80	0	121
23	58	59	59	81	122	147
24	59	60	60	82	123	147
25	60	61	61	83	124	148
26	61				124	148
27					125	148
10					126	148
28	0	62	0	84	0	128
29	63	64	64	85	129	149
30	64	65	65	86	130	150
31	65	66	66	86	131	150
32	66	67	67	87	132	151
33	67	68	68	87	133	152
34	68	69	69	87	134	152
35	69	70	70	87	135	152
36	70	71	71	87	135	152
37	71	72	72	87	135	152
38	72	73	73	87	135	152
39	73	74	74	87	135	152
0						
COULD NOT SCORE	40	0	65	0	115	0
					141	0
					153	0
					181	0
					200	0

Fig 2

For each scale: (1) mark the item number(s) which correspond to those marked on the CaFAS form, (2) fill in the circle indicating severity level, (3) connect the circles.



T-3

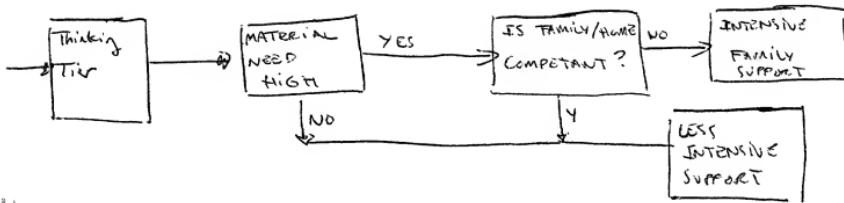


Fig 5

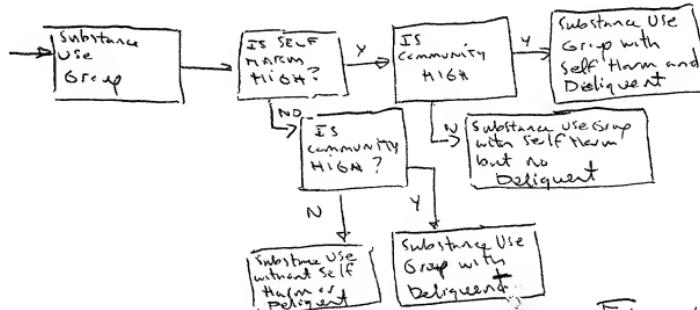
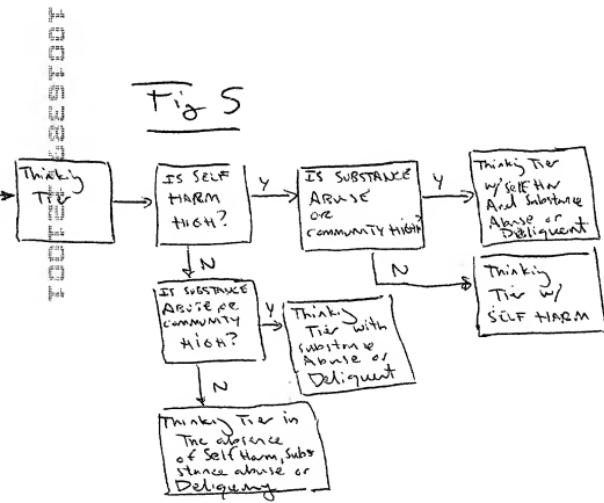


Figure 6